



AMERICAN UNIVERSITY of KUWAIT
الجامعة الأمريكية في الكويت

**Accreditation Review
Team Report Response**

Site: Intensive English Program
American University of Kuwait

Type: Programmatic

Dates of Visit: February 21-24, 2009

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Section 1

Response to the Report:

Thank you for your report of April 1, 2009 and its instructions.

Receipt of the Final Team Report by the Site visitors in February 22-24, 2009 is hereby acknowledged. Copies of the Final Report have been circulated to the American University of Kuwait (AUK) community.

AUK graciously accepts the Final Team Report. We greatly appreciate your important and valuable recommendations. The report emphasizes quality assurance, program improvement and program responsiveness to the changing needs of the students and all stakeholders.

The campus's 2009 accreditation experience initiated and encouraged a positive dialogue between the campus support units and the Intensive English Program with the Site Visitors on the nature of program accreditation for a university. Those discussions culminated in the creation of an Institutional Research Office. IEP participated fully in those discussions and enthusiastically embraces these new developments and process.

Section 2

Factual Errors

There were no factual errors found in the report.

Section 3

Response to content

Based on the interpretation by the IEP of the standards discussion question, the IEP provided the CEA with the following documentation: please read below.

2. Curriculum Standard 4 – “This standard requires a written document describing a formal plan for review, including tasks, process, responsible parties, timelines, and documentation” (p. 17 of Report).

The IEP Operations Manual (Exhibit 1: Appendix A p. 86-93 from the Self-Study) contains in Section III Curriculum Guidelines the following: *Curriculum Outline*, *Curriculum Planning*, and *Curriculum Review: Guidelines for Instructors and Coordinators* which include the tasks and responsible parties to complete these tasks. The Curriculum Review Policy and Procedure (Exhibit 2: C-4-1) and the Curriculum Review Advisory Committee terms of reference (Exhibit 3: Appendix A p. 502 from the Self-Study) highlights the process and timeline for curriculum review. Additionally, the curriculum planning and review responsibilities are delineated in the Coordinators (Exhibit 4: Appendix A p. 269-260 from the Self-Study) and Senior Instructors (Exhibit 5: F-6-3) job descriptions.

Comment: The combined documents constitute a formal plan for review, including tasks, process, responsible parties, timelines, and documentation.

5. Administrative and Fiscal Capacity Standard 9 – “This standard requires a written document describing a formal plan for review, including tasks, process, responsible parties, timelines, and documentation” (p. 49 of Report).

The IEP has in place the Academic Program Development Policy and Procedure (Exhibit 6: AF-9-2) which includes the plan for program review, including, the tasks, the responsible parties, the time required, and the meeting schedule. The Academic Program Review Policy and Procedure (Exhibit 7: AF-9-3) further charts the persons responsible for the program review process, the tasks that must be completed, the timeline, and basic components of program review. Both policies and procedures must be adhered to by the IEP. There is an understanding that the reference to the Dean of the College of Arts and Sciences within these two documents, in effect refers to the Director of IEP. In other words, the Director of IEP acts as the final arbitrator to said policies and procedures.

Comment: The combined documents formulate a formal plan for review.

9. Student Achievement Standard 5 – “This standard requires a written document describing a formal plan for review [of assessment and reporting requirements], including tasks, process, responsible parties, timelines, and documentation” (p. 92 of Report).

The IEP has a formal Assessment Plan (Exhibit 8: SA-5-2) which does outline assessment and reporting requirements], including tasks, process, responsible parties, timelines, and documentation. The IEP Operations Manual (Exhibit 9: SA-2-11) in Section II Placement and Assessment has an *Assessment* guide which lays out the process of aligning assessment with the mission, program goals, and course learning outcomes to help improve learning and guide decision making. Additionally, in the Operations Manual, the *Outcomes Assessment Timeline* (Exhibit 10: Appendix A p. 76-77) illustrates the timeline in which the IEP assessment plan will be

incorporated into the university assessment plan. The American University of Kuwait is in its 5th year of operation and needed to have statistical data in order to complete the Assessment Plan university-wide. Spring 2008, AUK had its first undergraduate graduating class of students.

Comment: The combined documents serve as the formal plan of assessment and reporting.

In conclusion, albeit our interpretation of the standards under discussion, we are willing to integrate the documents as deemed appropriate by CEA.

Exhibits

Exhibit 1: Appendix A p. 86-93 from the Self-Study

Curriculum Outline

The curriculum, which includes coursework, co-curricular activities and other educational experiences, is the program's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the program's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify the academic expectations for which it is responsible.
2. The curriculum shall be aligned with the university academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant program learning expectations;
 - identify course specific learning goals;
 - state instructional strategies;
 - state assessment techniques including the use of program rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - emphasize depth of understanding over breadth of coverage.
6. The university shall provide opportunities for all students to extend learning beyond the normal course offerings and the university campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the university.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the program's academic expectations and course specific learning goals.
10. The university shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

Curriculum Planning

Developing a curriculum proposal:

What is the current situation?

- What is the instructor doing right, what could be improved in terms of
 - cohesiveness of program
 - recruitment and retention of students
 - efficiency of teaching / learning process
 - communication, collaboration among course Instructors
 - student learning outcomes
 - the learning environment
 - assessment procedures

- responding to diversity among students
- use of learning resources
- methods and methodology
- Look at data, collect some data.
- Reflect on experiences

What are the alternatives?

1. Open up to new ideas, explore possibilities for innovations
 - self-directed learning
 - cooperative learning / teamwork
 - problem-based learning
 - education for critical thinking
 - resource-based learning
 - interdisciplinary study
 - outcomes-based education
 - experiential learning
2. Attend workshops, engage in extensive professional research, exchange of ideas
3. Participate in professional development
4. Develop appropriate workshops relevant to departmental needs

(Note: We don't believe in focusing narrowly on what is already being done in our program. Real innovations are basic principles used appropriately in a specific situation. Many really good ideas haven't yet been used in our program--it's up to the Instructor to figure out how to do it. At this stage, become familiar with alternatives, and consider whether they might suit needs identified above.) [Appendix I Curriculum Review Course Development Check List](#))

What is meant by a systematic approach to curriculum development?

Become familiar with key steps in instructional design/planning.

- borrow a book, attend a workshop, read flyer

GOAL: To identify a clear rationale for change, some notion of what to change to, an idea of the procedure to be used to implement the change, and achieve some "buy-in" in the department. Keep it focused, purposeful. Any educational change will automatically affect many other aspects of the educational system. Small is manageable, more likely to lead to real, sustained change, change that can be built upon. Later, the Instructor can start the process over again: what are we doing well, what can we do better...etc. ([Appendix I Curriculum Review IEP Policy and Procedure](#))

Implementing a curricular change

Must go through the curriculum development and implementation process

- Systematically (instructional design)
- Specifically (teaching methods and materials, assessment procedures)
- Collectively (communication among all parties)

The Director and Coordinators can help by *facilitating* this process.

- Can keep the Instructor on track (devise simple, straightforward exercises to go through to ensure that all the key concerns are addressed), as outside person not in the middle of departmental politics.
- Can provide details about specific teaching methods (e.g. how to teach diverse student body).
- Can share case studies (in library) of others who have done similar things: help the Instructor avoid or prepare for likely obstacles.

Monitoring the change/assessing the impact

- Assess ripple effect of change: is re-training of faculty necessary? must other parts of curriculum be changed?

- Assess student response to change
- Assess faculty response to change
- (Write it up so colleagues can learn from the experience??)

The Director and Coordinators can help devise assessment procedures for evaluating the impact of the change, and can do some of the assessment ourselves e.g. speak with students, faculty, and can help plan training sessions for Instructors.

Research

The IEP at AUK makes and has from its inception made every effort to engage with and make extensive use of research into language acquisition, composition, reading, listening, speaking, assessment, and teaching methodologies in an attempt to actualize the Mission Statements of both the University and the Program and the outcomes of each level of instruction while recalling at all times that writing in all the above-named areas constitutes theory and not unassailable facts or truths. Curricular decisions in the IEP as well keep ever-present in mind the nature of AUK students: their cultural background, their educational experience, and their psychological makeup. If the IEP can be said to embrace one over-arching theoretical line of thinking, it is Diane Larsen-Freeman's "Principled Eclecticism" (2000) which "encourages instructors to consider carefully the different trends and ideas that have occurred historically, and to choose those that most closely fit the needs of a particular classroom or individual student" (Maggie Sokolik, "Writing," Practical English Language Teaching, David Nunan, ed., McGraw Hill Contemporary, New York, 2003, p. 91).

The decision to move a portfolio system of evaluating reading and writing in the IEP demonstrates "Principled Eclecticism" in action in AUK's IEP. The portfolio system as articulated by Peter Elbow and Pat Belanoff ("Portfolios as a Substitute for Proficiency Examinations," College Composition and Communication, Vol. 37, No. 3 (Oct, 1986), 336-339, JSTOR, 31 Oct 2005, <http://www.jstor.org>) comprises two norming or sessions, one at midterm, the other at the close of term. Their midterm norming session involves teachers presenting drafts of student work to other teachers who vote on whether a student's work is passing or not; this is the only feedback given by outside readers at this time. Teachers who disagree with a reader's evaluation can request a second reader. At end of term, students submit a 4-piece portfolio containing an expressive "personal piece," an essay on some academic topic, an analysis-of-text piece, and a one-draft-only in-class essay. The end-of-term norming session requires that each portfolio be evaluated by two readers. While most evaluations are considered the final word on a student's passing or failing that particular course, there is a chance for additional revision if the failure has resulted from the poor quality of only piece of writing.

Under the Elbow/Belanoff system, students "choose their best writing" (p. 337) for inclusion in the final portfolio. Letting the students decide what to include in a portfolio, according to most discussions of portfolio evaluation, whether for language-based or other courses, appears to be the norm: "A portfolio," says Geoff Brindley ("Classroom-based assessment," Practical English Language Teaching, David Nunan, ed., McGraw Hill Contemporary, New York, 2003), "contains a collection of student work selected by the student that demonstrates their efforts, progress, or achievement over a period of time" (p. 318).

Upon choosing to use portfolio evaluation for reading and writing courses, AUK's IEP took into account other "realities" and adapted the concept to fit the program's needs. Certain adaptations focused on the pieces of writing to be included in portfolio and therefore affected the design of the writing assignments in the various reading and writing courses; other adaptations came as a result of experience in the field in general and in the Middle East/Gulf Region/Kuwait in particular. All adaptations were, and continue to be, the result of carefully balancing researched and respected theories with the judgment of trained professionals with, in some cases, upwards of 25 years in the field and in the region:

1. Expressivist writing has fallen into disfavor and does not clearly and directly prepare the student for the academic tasks that are required of him/her at the undergraduate level and that our Mission Statement plainly indicates is our primary purpose.

Cherry Campbell: “Successful academic writing involves, among other things, the ability to integrate information from previous researchers in relevant areas of study.” (“Writing with others’ words: using background reading text in academic compositions,” 1987, p. 211)

Muchiri, Mulamba, Myers, Nodoloi: “Much of the work of teaching composition critically is making students aware of the tricks of language, the way academic language is different from everyday language....” (“Importing Composition: Teaching and Researching Academic Writing Beyond North America, 1995, p. 365)

For these reasons, we opted to minimize the role of expressivist writing in portfolio assignments and clearly tie any such writing to activities which aid in preparing students to enter the general discourse community of the academy.

2. Further working to minimize the role of expressivist writing and further influencing the design of the IEP writing assignments has been the recognition that both Presentation-Practice-Production and Task-Based-Learning strategies are highly effective means of producing students who are able to integrate into the academic community at the undergraduate level by having them focus on very particular skills and operations that are required of undergraduate students in any liberal arts program.

Jane and Dave Willis:

Presentation

The teacher highlights a particular form for study. The form is contextualized in some way to make the meaning clear. Learners are encouraged to produce the target form under careful teacher control until they produce it with some consistency.

Practice

The teacher begins to relax control. Perhaps learners are encouraged to ask each other questions to elicit a response of the appropriate form or perhaps pictures are used to elicit the response.

Production

When the teacher feels reasonably confident that learners are able to produce the required form the lesson moves on to the production stage, sometimes called the free stage. This usually takes the form of a role-play or discussion or problem-solving activity in which the target form has a likelihood of occurrence. The important thing here is that learners are no longer working under close teacher control. The focus at this stage is said to be on language use. Learners are engaged in the negotiation of meaning in a context which requires the use of the target form. (Challenge and Change in Language Teaching, 2003, p. v)

Kathleen Graves: “In task-based approaches, language is learned through negotiation with other learners in problem-solving or task-management situations that focus on meaning, rather than form, not through learning respecified grammar, functions or notions. Tasks can range from discussing effectiveness of an advertisement and reporting on the discussion to designing an original advertisement. (“Course-books,” Practical English Language Teaching, 2003, p. 2007)

For these reasons, and with these theories in mind, the IEP reading and writing faculty chose to create assignments for inclusion in the portfolio that require the student to perform specific, discrete tasks such as summarizing a multi-paragraph article, comparing facts or rhetorical devices between two thematically-linked multi-paragraph articles, responding to published criticism of a work of fiction or film adaptation, and so forth. In order to execute the various components of the writing assignments to be included in the portfolio, instructors take the student step-by-step through the process of creating each discrete component.

3. A student who is allowed to use his/her own discretion in the selection of pieces to be included in the final portfolio will invariably “cherry-pick” the portfolio’s contents and naturally select only those

items which show the student at his/her best. This is no doubt a fact of academic life worldwide. In the Middle East/Gulf Region/Kuwait, students are well known to utilize the services of outsiders, frequently professionals, in creating work that they submit as their own.

Knowing this to be the case, and despite the prevalence of published thinking that endorses the opposite view, the IEP has taken measures to prevent such practices by, firstly, exerting its decision-making prerogative in deciding that the program, not the student, will decide what is to be included in the portfolio. Secondly, IEP instructors keep meticulous records and files of actual student work at all stages of the writing process in the execution of each portfolio piece.

Curriculum Review: Guidelines for Instructors and Coordinators

Philosophy

Our philosophy is to provide each individual with the opportunity to achieve his or her goals. We know that each student brings unique experiences, abilities and objectives to the class. This program is designed to maximize the potential of each individual. Our faculty and staff put their energies into a "learning-centered" philosophy that emphasizes individual student success.

The instructor is advised to write down beliefs, assumptions, and values related to the IEP program and teaching. The Instructor should consider philosophy within the context of this university:

e.g.

- students should learn to be critical thinkers
- the program is essentially one of training students for undergraduate discourse
- faculty have a responsibility to encourage independent student learning
- there is a set of information which is the core of the

The Instructor might begin this process by examining the mission statement, by 'brainstorming' as a group, by considering professional program accreditation requirements, or by asking individual faculty to respond. However, the department should come to a consensus on the philosophy.

Students

Review the characteristics of the students typically seen at this university and more specifically those of the students in this program. List common characteristics, as well as those that are instrumental in determining the nature of the courses:

e.g.

- students are highly motivated and determined to get good grades
- students speak English as a second language
- there are many 'mature' students in the program
- many students only seem to be present to 'get credit'

Goals and Objectives

List the goals and objectives of the program (goals are more general; objectives are more specific). This list should include the knowledge, skills, and attitudes or values that the instructor expects the students to have when they leave the program and the university:

e.g.

- students will be able to critically review research articles in the discipline
- students will be able to write, edit, and revise an essay using proper MLA formatting
- students will be able to analyze and compare theories
- students will be able to create a modern dance routine

Structure and Sequencing

Review each individual course in the program to determine its contribution to the goals and objectives. Also consider which course leads into other courses - the sequence in which students take the courses and/or are

required to take the courses. Try to develop a 'flow chart' or a hierarchical diagram which illustrates the interrelationships among courses in the program and how they lead to program goals.

This analysis might reveal gaps, redundancies, or illogical sequences in the program (for example, program goals that are not addressed through specific courses; unnecessary prerequisites, etc.). If so, changes in course syllabi should be discussed at this point.

Instructional Strategies

Each faculty member should list the instructional strategies (methods and materials) they use:

e.g.

- lecture and questioning
- group work
- computer simulations
- library readings
- textbook and assigned readings

These strategies should be analyzed as to the degree to which they:

- the needs of the described student population;
- and match the nature of the university and program goals and objectives.

The primary consideration here is whether or not the methods and materials are in alignment with the learning expectations -- if students are expected to learn to **perform** something, the strategies must provide the opportunity for 'performance'; if students are expected to integrate ideas or become critical thinkers, the strategies must provide the opportunity for students to integrate and be critical.

Evaluation of Learning

Each faculty member should list the techniques by which they evaluate student learning

e.g.

- essays
- multiple choice tests/short answers/essay questions
- performance in the library
- presentations
- portfolio

As with strategies, these techniques should be analyzed as to the degree to which they:

- Meet the needs of the described student population;
- Match the instructional methods and materials used and;
- Match the program goals and objectives, as well as the goals of the university.

A general rule is that one must 'test what is taught'. Evaluations should not only reflect the content of the course and program, but also the nature and type of expected learning. One cannot measure proficiency at tennis with a multiple-choice test. Similarly, one cannot measure critical thought with short answer tests.

Evaluation of Instruction

How is the effectiveness of instruction in the courses and program evaluated? This is as much a part of the curriculum as evaluation of learning. These techniques should be listed:

e.g.

- student ratings of instruction
- review of student work
- anecdotal comments, letters, and records
- peer review of course outlines

The department should ensure that all aspects of the program are regularly and systematically reviewed for the purpose of making changes and improvements in the program.

Setting Goals

OUTCOME	QUESTION ANSWERED	FUNCTION	EXAMPLE
Aim	Why is the course being taught	Gives shape and direction for the course	To provide students with an introduction paragraph writing
Goal	What will the student be able to do as a result of taking the course	Provides scope for the course	At the end of the course will be able to write, revise, and edit a paragraph
Objective	What will the student be able to do as a result of the particular lesson or experience	Provides direction for specific teaching and learning activities	At the end of the course will be able to differentiate between a cause/effect and persuasion argument

Suggestions for thinking about goals

- statements should be short and begin with a verb
- in general two or three goals are enough to express the intentions of the course
- goals are typically referred to as knowledge, skill or attitude

TYPE	DEFINITION	EXAMPLE at the end of this course students should be able to...
Knowledge (cognitive)	Refers to intellectual development	List, classify, apply, analyze, construct, argue...
Skills (psychomotor)	Refers to development of physical skills	Perform, grasp, handle, operate...
Attitude (affective)	Refers to the development of emotions, attitudes and values	Appreciate, accept, challenge, share, support...

Suggestions for matching teaching and learning strategies to goals

Knowledge goals (based on Bloom's Taxonomy)

Levels	Definition	Goals	Teaching Strategy
KNOWLEDGE	The ability to remember and recall information and facts without error or alteration	List Memorize Order Duplicate Lecture Readings	Lecture Readings
COMPREHENSION	The ability to understand what is being communicated and to make use of the material without necessarily relating it to other material	Classify Describe Discuss Explain	Lecture Summarizing question and answer laboratory work group discussion
APPLICATION	The ability to abstract, relate or apply general ideas to explain specific situations	Apply Choose Employ Interpret	discussion role play examples case studies group/individual projects

ANALYSIS	The ability to break down information into its constituent parts such that each part is understood and/or relationships are explicit	Analyze Compare Contrast Calculate	questions - (compare, contrast, what if, why) group discussion critiques
SYNTHESIS	The ability to put together past so as to form a whole. Working with pieces and parts so as to create new patterns or structures.	Construct Create Develop Formulate	essay writing presentations group discussion
EVALUATION	The ability to make judgments about the value of information and the degree to which information satisfies certain criteria	Argue Assess Judge Defend	written/oral critiques position papers debates evaluation
SKILLS (relates to physical skill development)	The ability to exhibit actions which demonstrate fine motor skills such as the use of precision instruments or gross motor skills such as the use of body in dance or athletic performance	Perform Grasp handle operate	laboratory work work in the gym work in the studio
ATTITUDES (relates to emotions, attitudes and values)	The ability to exhibit behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others	appreciate accept challenge share support	team projects group discussions position papers

Differentiate Outcomes versus Objectives

Objectives statements can vary in form and nature – they can range from general ‘curriculum’ objectives, to more specific ‘learning’ objectives, to even more specific ‘behavioral’ objectives. They may be expressed as intentions on the part of the instructor (e.g.. ‘The objectives of this unit are to ...’), or as desired outcomes (‘By the end of this unit you should be able to...’). It is the latter form – the outcome statement – that has the most power in informing teaching and learning, whether it be called a ‘learning outcome’, ‘learning objective’, or some other name. An outcome statement clarifies intention. It is squarely focused on the student and is performance-oriented, beginning with an action verb (e.g. ‘demonstrate’, ‘apply’ etc.) and signaling the desired level of performance. A learning outcome is thus an unambiguous statement of what the learner is expected to achieve and how he/she is expected to demonstrate that achievement.

Objectives are the primary building blocks of good curriculum design. They support the learning outcome in that each is a small step in arriving at *what the learner is supposed to know or be able to do*. Objectives:

- define specific outcomes or competencies to be achieved in terms of skills, content mastery, attitudes, or values
- form the basis upon which to select or design instruction materials, content, or techniques
- provide the basis for determining or assessing when the instruction purpose has been accomplished
- provide a framework within which a learner can organize his efforts to complete the learning tasks

Well-written objectives are carefully worded. They include qualifiers to restrict the conditions and terms under which the objectives are met. For example:

**Objective = Conditions + Performance +
Criteria**

Conditions:	given “x” ... without “y” ...
Performance:	the learner will (verb)...
Criteria / Standards:	accuracy / quality quantity time constraints

Learning outcomes are derived from objectives - they represent the translation of objectives into specific, tangible, attainable terms. They are also statements of intention but precise ones. It is reasonable to assume that students will learn something through doing our topics. We can convey to them **what they will learn** by stating learning outcomes. Outcomes reflect what students will be able to do or accomplish. Examples of the sort of lead statements that can precede a list of learning outcomes are:

- It is expected that as a result of work in this topic, student will:
- It is expected that on completion of this topic student will have:
- On completing this topic students will be able to:

Bloom’s Taxonomy of Educational Objectives can be used as a tool to help formulate statements of objectives and outcomes. The taxonomy presented here identifies six levels of thinking (and associated cognitive processes) that students will engage in when asked to do particular things (for example, in class or in assignments). In the table, Bloom’s objectives (expressed in topic aims) are linked to the sorts of learning expected of students. In other words, what students will be able to do...

Objectives	Outcomes
Remember	Recognize, recall, identify, retrieve, name
Understand	Interpret, paraphrase, translate, represent, clarify Exemplify, instantiate, illustrate Classify, categorize, subsume Summarize, abstract, generalize Infer, extrapolate, interpolate, predict, conclude Compare, contrast, match, map Explain, construct models
Apply	Execute, carry out Implement, use
Analyze	Differentiate, discriminate, select, distinguish, focus Organize, outline, structure, integrate, find coherence, parse Attribute, deconstruct
Evaluate	Check, test, detect, monitor, coordinate Critique, judge
Create	Generate, hypothesize Plan, design Produce, construct

Developing a Course Syllabus

Basic Background Information

- title, number, year, semester
- name, location, office address, office hours (appointment or drop in?)
- contact numbers: phone, fax, email

Prerequisites

- knowledge , skills, experience

Aim (Purpose or Rationale)

- introduction to subject matter and how course fits with college or departmental curriculum
- why course is important to students

Learning Outcomes(s)

- what a student will gain as a result of taking the course

How the Course Is Organized

- explain why topics are organized in a certain way

Provide a Course Calendar or Schedule

List Format or Activities

- required versus recommended
- estimate of student workload

State How Students Will Be Evaluated

- list assignments, essays and exams
- nature (expected length), deadline dates
- describe grading procedure

Specify Resources to Be Used

- one text versus a series of readings
- other resources

Discuss Course Policies

- attendance/ makeup exams/ late work

(Appendix I Syllabi)

Exhibit 2: C-4-1 Curriculum Review IEP

Effective Date: dd Month 2005
Policy ID: ACA_XXX

Purpose

To enhance the quality of the intensive English programs and ensure the ongoing support necessary for continuation, modification, and development of programs and to provide information for curricular and budgetary planning decisions at each administrative level.

Application

IEP programs.

Definition of Programs:

Full time intensive language programs provide a succession of proficiency levels designed to achieve program completion. Individual courses (levels) provide a minimum of 20 instructional hours per week not including any additional laboratory hours for a period of at least 15 weeks.

Specialized courses and programs provide varying delivery options sufficient to meet the stated course objectives.

Policy

An intensive program covers all language skills so that students have the opportunity to develop balanced communicative competency.

Other specialized courses and program offerings may focus on specific skills and objectives. The outcomes of these courses are clearly stated.

Procedure:

The program has a written curriculum, which specifies goals, objectives, and learning outcomes.

The curriculum and methodology take into consideration the needs of the students and a variety of learning styles.

Specifications:

Curriculum in writing and includes:

1. detailed description of program options and course offerings
2. measurable performance objectives
3. criteria for completion of levels and program
4. methodology and content taking into consideration target audience and variety of learning styles
5. list of required texts and reference materials, including rationale
6. other learning resources available to instructors

Curriculum reflects reputable research into second language acquisition and encourages innovation.

Curriculum Review:

The Intensive English Program has a process in place for curriculum review at least every three years, and for modification as required.

Specifications:

Curriculum review and development considers:

1. student feedback
2. evaluation of courses
3. needs of current student population
4. student success rates
5. feedback from instructors and program administration
6. feedback from marketing/recruiting staff
7. student enrolment patterns
8. findings from professional development options of instructors
9. recent trends in second language acquisition

Testing and Placement:

Recognized diagnostic and placement procedures are employed to ensure that each student is placed in an effective teaching-learning environment.

Levels:

Several proficiency levels are available so that appropriate placement is possible.

Academic Records & Reports:

The students' progress is measured and recorded. Such records are kept current and accurate.

Students are provided with a final achievement report at the end of each term of study.

Academic Resources:

The Program ensures that learning materials and academic resources for all program offerings are current, readily available and in sufficient supply for the student enrolment.

Academic Excursions:

The curriculum recognizes the importance of activities that provide opportunities for students to develop language skills beyond the classroom.

Administration

Director of Intensive English Program

History

Approval Date: dd Month yyyy By:

Appendices

Course development check list

Course Development Checklist

Course Development Checklist	Yes	No
1. Has the overall learning, the intent, for this course been identified?		
2. Has the previous knowledge, skills and experience been identified for this course?		
3. Does this prior level of learning constitute a pre-requisite, or recommended background, for the course?		
4. Has the learning the student will be able to demonstrate at the end of the course been identified? (i.e. the course learning outcomes)		
5. Has a list of topics and skills been identified, and developed into a sequence?		
6. Has a list of the MUST KNOW components (topics and skills) been identified?		
7. Have the MUST KNOW and the nice-to-know components been distinguished?		
8. Has each topic been defined in terms of what the learner will be able to do? Does each topic have a specific outcome?		
9. Do the topics enable the learner to meet the overall outcomes of the course?		
10. Have individual topics been analyzed to determine which course learning outcome they support? Does each topic relate to a specific outcome?		
11. Has what the students will 'do' with each topic been determined? Have the learning activities, including practice and home work activities for each topic been developed?		
12. Have the kinds of activities that will best enable the students to achieve the topic outcomes been considered? (e.g. reading, writing, visualizing, mathematical operations, manual dexterity, problem solving, analysis, team work, etc)		
13. If some outcomes are more important, is this weighting reflected in the number of topics and activities which support these outcomes?		
14. Has the number of class hours per topic or skill been identified?		
15. Do the class hours per topic add up to the total delivery hours for the course, including tests and examinations?		
16. Has the number of practice and homework hours required to produce the necessary learning been estimated? (the "rule of thumb" for an academic course is usually 1 class hour to 2 hours of activity outside the class; reading, researching, doing assignments, and so on)		
17. Have the evaluation activities been determined? Have the students had an opportunity to learn, practice, and receive feedback on what they will be "tested on" prior to the evaluation?		
18. Have existing courses or course materials been checked to determine whether they are suitable for adaptation or incorporation?		
19. Do the learning activities and the evaluation tools support a diversity in learning styles and demonstration of achievement?		

**Exhibit 3: Appendix A p. 502 from the Self-Study
Curriculum Review Advisory Committee**

Terms of Reference

1. Name
Curriculum Review Advisory Committee IEP (CRAC)
2. Status
AUK standing committee
3. Role
CRAC is to provide a forum for IEP instructors to exchange information and discuss issues pertaining to IEP curriculum within the dynamic academic environment at the American University of Kuwait.
4. Purpose
The purpose of CRAC is to review IEP curriculum and act in an advisory capacity by assessing current IEP curriculum to ensure that learning outcomes are being met:
5. Limitations of Authority
The committee is charged to do the following:
 - evaluate all aspects of IEP curriculum
 - comment on IEP curriculum
 - recommend specific changes to IEP curriculum
 - plan for development and revisions of IEP curriculum.
6. Membership
The membership of the Committee includes representatives of the faculty and staff, and is appointed as follows:
 - Director of Intensive English Program (*ex officio*) – Margaret Combs
 - Committee Chair -
 - Reading and Writing Coordinator - Michael McMurray
 - Listening and Speaking Coordinator – Rebecca Loomis
 - 4 IEP faculty representatives selected by the faculty –,and
 - One representative from the Undergraduate English Department selected by that unit -

Appointment is by, and for a term of, the fiscal/academic year.
7. Meetings
Meetings of the Committee are once at the end of each semester; however, more meetings can be called by the Chair and the wish of the Committee membership.

The Chair is responsible for maintaining a record of Committee meetings.
8. Reporting
The Chair is responsible for following–up on Committee meetings with the Director of IEP.

Exhibit 4: Appendix A p. 269-260 from the Self-Study

**POSITION DESCRIPTION
AMERICAN UNIVERSITY OF KUWAIT**

Position Title:	Coordinator (Faculty/administrative Appointment)
Classification:	Intensive English Program - Fulltime
Salary Grade:	[To be added by Human Resources]
Reports To:	Director of Intensive English Program
Primary Relationships:	Dean of Academic Affairs, Dean of Arts and Science, Dean of Student Affairs, Directors, Students, Parents

Objective:

Under the direction of the Director, Intensive English Program (IEP), this position will continually enhance the student experience by assisting in all phases of academic or instructor management within the IEP in accordance with American University of Kuwait (AUK) curriculum, with assistance from the Director; for maintaining student class records; for fulfilling administrative duties such as with IEP orientation, assessment and registration as required and/or requested by the Director. Additionally, this person will coordinate all regular staff training sessions for IEP and supervise faculty in the delivery of the curriculum.

Responsibilities:

- Organize and maintain a sequential program within the department that is consistent with educational philosophy of the Intensive English program.
- Direct the development and improvement of the curriculum.
- Recommend and assist in the development of appropriate in-service training.
- Develop activities and strategies for improvement of instruction and student performance.
- Model, demonstrate, and coach faculty in the instructional process.
- Assist faculty in securing materials to support instruction.
- In conjunction with faculty and administration, insure that the continuous updating/adjusting to curriculum guides as well as the initiative to develop, write/rewrite curriculum.
- Coordinate the development of assessment instruments and guidelines for appraising student achievement.
- Disseminate latest research and writing that pertains to second language acquisition and to advise all appropriate parties of the emergence of standards.
- Design and assist with recruiting, training, scheduling, and observing instructors in an effort to continually improve instructor quality.
- Supervise the professional development of the instructors.
- Supervise instructors in the delivery of the approved curriculum.
- Supervise substitute-teaching assignments.
- Generate semester reports on the changes, creations, or development of curriculum for the program and achievement of learning outcomes.

Position Requirements and/or Skills Required:

- Strong academic preparation: MA/MS and/or TESL
- Fields: bilingual education linguistics, applied linguistics, foreign language, English, English literature, Education, Speech, TESL
- Excellent organizational skills with the ability to handle numerous details

- Strong interpersonal, communication and presentation skills
- High energy level and diligent work ethic
- Passion for customer service
- Ability to thrive in a fast paced environment

Skills:

- Good computer skills for course preparation and execution, i.e. MS Word, Excel, PowerPoint, Internet, e-mail, CALL, WebCT, Syllabase, etc.
- Demonstratively strong classroom management, organizational and planning skills
- Native speaker fluency: good command of written and spoken English required
- Excellent interpersonal and communication skills, ability to work collaboratively in creative situations, Professional involvement (TESOL, affiliate TESOL, NAFSA, etc.) preferred
- Experience teaching English-as-a-foreign-language overseas preferred
- Good organizer, positive team member, and an ability to interact in cross-cultural relationships required

Abilities:

- Deliver clear, concise directions and explanations required
- Work flexible hours.
- Work collaboratively in creative situations
- Be culturally sensitive, and interact in cross-cultural environments
- Derive personal satisfaction from and enthusiasm for teaching international students
- Empathy for the problems associated with the learning of English as a second language

Working Conditions:

The work environment is representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is frequently required to sit, use hands to finger, handle, or feel and talk or hear. The employee is occasionally required to lift up to 10 pounds. The vision requirement includes close vision.

Exhibit 5: F-6-3

POSITION DESCRIPTION AMERICAN UNIVERSITY OF KUWAIT

Position Title:	IEP Senior Instructor
Classification:	Intensive English Program - Fulltime
Salary Grade:	Senior Instructor
Reports To:	Director of Intensive English Program
Primary Relationships:	Dean of Academic Affairs, Dean of Arts and Science, Dean of Student Affairs, Directors, Students, Parents

Objective:

Under the direction of the Director, Intensive English Program (IEP), this position is responsible for planning, teaching and evaluating assigned day and evening instruction to students enrolled in non-credit IEP courses in accordance with American University of Kuwait (AUK) curriculum, with assistance from the Director; for maintaining student class records; for fulfilling administrative duties such as with IEP orientation, assessment and registration as required and/or requested by the Director; and for participating in professional development activities such as workshops and meetings.

Essential Duties & Responsibilities:

- Teach up to 20 hours per week, Sunday through Thursday, in an intensive English program. Courses may include various levels of grammar, reading, writing, listening, speaking and/or pronunciation.
- Responsible for lesson preparation and curriculum and materials development associated with the overall program and course(s) taught.
- Submit class syllabus for each course taught and evaluate course textbook(s).
- Monitor and report student progress including, but not limited to accurate and timely grading and attendance record keeping.
- Attend staff meetings, placement testing, student orientation, staff development and in-service training and extracurricular activities as assigned.
- Keep office hours as necessary.
- Adhere to and support the goals and mission of the program and be highly motivated and enthusiastic to teach non-native English language learners.
- Refer non-academic problems to the appropriate person(s).
- Willing to observe for purposes of professional development and to be observed in all facets of the program.
- Provide Instructors with assistance.
- Participate in activities during the Senior Instructor's scheduled class hours and, when requested, to disseminate information about after-class activities.
- Participate in the employee evaluation process (classroom observations and follow-up discussions and the performance appraisal process).

Knowledge, Skills and Abilities:

Knowledge:

- Strong academic preparation: MA/MS and/or TESL

- Fields: bilingual education linguistics, applied linguistics, foreign language, English, English literature, Education, Speech, TESL
- Five years minimum teaching experience in a US-based, college or university-level, intensive ESL for academic purposes program
- Strong, comprehensive knowledge of grammar, writing, reading, listening, speaking, pronunciation and conversation skills, strategies and methods including demonstrated excellence in teaching and ability to apply the use of instructional technology in the classroom required

Skills:

- Good computer skills for course preparation and execution, i.e. MS Word, Excel, PowerPoint, Internet, e-mail, CALL, WebCT, Syllabase, etc.
- Demonstratively strong classroom management, organizational and planning skills
- Native speaker fluency: good command of written and spoken English required
- Excellent interpersonal and communication skills, ability to work collaboratively in creative situations, Professional involvement (TESOL, affiliate TESOL, NAFSA, etc.) preferred
- Experience teaching English-as-a-foreign-language overseas preferred
- Good organizer, positive team member, and an ability to interact in cross-cultural relationships required

Abilities:

- Deliver clear, concise directions and explanations required
- Work flexible hours.
- Work collaboratively in creative situations
- Be culturally sensitive, and interact in cross-cultural environments
- Derive personal satisfaction from and enthusiasm for teaching international students
- Empathy for the problems associated with the learning of English as a second language

Working Conditions:

The work environment is representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is frequently required to sit, use hands to finger, handle, or feel and talk or hear. The employee is occasionally required to lift up to 10 pounds. The vision requirement includes close vision.

**Exhibit 6: AF-9-2
Academic Program Development Policy and Procedure**

Effective Date: dd month 2007

Policy ID: ACA_0xx

Purpose

Application

AUK regular faculty and academic administrators

Policy

New academic programs must be examined academically and administratively following a written procedure, before being submitted for external review. The developers will receive a written charge and will use the University template. Program applications will go to accreditors only after the final approval by the President.

Procedure

1. Conceptual proposals for programs are submitted to the Dean of Arts & Sciences through Division Heads.
2. Following approval in principle by the Dean, one or more individuals charged by the Dean will draft the academic content of the proposal (items 1, 2, 3, 5, 6, and Appendix of the attached University template).
3. Their completed academic proposal is submitted to the Curriculum Committee for review.
4. Academic proposals approved by the Curriculum Committee are scrutinized by the President’s Cabinet for conformity to the mission and strategic goals of the University.
5. The President’s Cabinet refers internally approved proposals for final work by the Senior Assistant to the President (academic content), the Director of Marketing (feasibility study, responsiveness to PUC review), and Executive Director of Finance and Administration (financial projections and documentation).
6. When the proposal is considered to be in final form, it is sent by the Senior Assistant to the President for review by the Dean.
7. The Dean determines when the proposal is ready to go to the External Reviewers.
8. After the feedback of the External Reviewers is incorporated, whether by the Senior Assistant to the President, Director of Marketing, or by the original faculty drafters, the proposal is proofed by the Senior Assistant to the President or other President’s designee, approved by the Dean and President (or their designees), and submitted to accreditors.

Timeline

Step	Actor(s)	Time Required	Meeting Schedule
1 concept approval	Dean of Arts & Sciences	10 working days	
2 drafting of academic element	Ad hoc drafting committee	20 working days	
3 curricular approval	Curriculum Committee	Up to 30 working days	Three times per semester
4 mission/strategy approval	Cabinet	5 working days	Weekly

5 feasibility study, financial analysis, integration of draft	Senior Assistant to the President, Director of Marketing, Executive Director of Finance and Administration	Minimum 90 days	
6 final internal review	Dean, A&S	10 working days	
7 Consultants' external review	External reviewers	Minimum 30 days	
8 Accreditors' review	PUC, NWCCU, other	Minimum 90 days	Quarterly

Administration

Dean of Arts & Sciences

History

Approval Date: dd month 2007 By

Exhibit 7: AF-9-3 Academic Program Review

Effective Date: dd Month 2005
Policy ID: ACA_006

Purpose

To enhance the quality of academic programs and ensure the ongoing support necessary for continuation, modification, and development of programs and to provide information for curricular and budgetary planning decisions at each administrative level.

Application

AUK programs.

Definitions

“Academic Program”, as defined in this policy, is a structured grouping of coursework designed to meet an educational objective leading to a baccalaureate degree and/or minor or certificate.

“Department”, as defined in this policy, is an administrative unit that may manage one or more academic programs.

Policy

1. All Intensive English Programs and undergraduate degree programs fall within this policy.
2. Academic program review is a function of the Dean of Academic Affairs and is supported by Institutional Research.
3. Since academic program review is the major assessment of all academic programs, appropriate support should be given to programs to ensure a thoughtful, critical appraisal of the program.
4. Academic programs are normally reviewed periodically at intervals of three (3) to five (5) years.
 - 4.1. The timeline will be disseminated by the Dean of Academic Affairs’ office in September.
 - 4.2. This schedule may be accelerated in individual cases either at the discretion of the Dean of Academic Affairs or in compliance with recommendations from prior program reviews.
5. Professional or specialized accreditation reports will substitute for the program review document required by this policy.
 - 5.1. Wherever possible, academic program reviews will be coordinated with specialized accreditation reviews.
 - 5.2. Any information required by the program review but not included in the professional or accreditation review should be added before the report is submitted as a program review.
6. The basic components of academic program review are the following:

- 6.1. A self-study, recommendations, and an implementation plan completed by the faculty associated with the program and in some cases, an external evaluation (see Appendix A).
 - 6.2. Review and recommendations by the program or college.
 - 6.3. Review and recommendations by the University Program Review Committee.
 - 6.4. Review, recommendation and approval by the Dean and the President.
 - 6.5. Final approval by the Board of Trustees.
7. The dean or faculty may recommend that a program which has very low enrollments be subject to an independent (external) evaluation to help assist in assessing the program and determine if new strategies to increase enrollment are warranted.

Administration

Dean of Academic Affairs

History

Approval Date: dd Month yyyy By:

Appendices

- A. Elements of the Self-study
- B. Academic Program Review Process

Appendix A, Academic Program Review

Elements of the Self-study

1. Introduction and update since last review.

How has this discipline/field changed over the past three (3) to five (5) years? How has your curriculum changed to address these developments? What actions have been taken in response to recommendations made in any previous reviews?

2. Commitment to student learning.

What are the learning goals of your program? How do you measure that students are achieving these goals? How do you gather and use data collected in your assessment program? For undergraduate programs, identify the general education goals/skills that are most critical for majors entering your program. What is your assessment of student achievement in these goals/skills as they enter your major courses? On what evidence do you base this assessment?

3. Describe enrollment trends in the program for the past three (3) to five (5) years.

Provide an analysis of how successful the program is in recruiting, retaining and graduating students. Include information about service courses (for other majors, general education, remediation) if appropriate.

4. Does faculty expertise cover the breadth of the program?

Please report how faculty members are engaged and supported in development of expertise and skills required to strengthen the program and how they are engaged in meritorious teaching, service and/or scholarly performance/creative activity.

5. Recommendations and implementation plan.

What are the recommendations of the program in response to this review? Provide the plan that shows implementation of these recommendations and projections for the program for the next three (3) to five (5) years. In the course of your plan, please address the following:

- 5.1. Are there any changes you can reasonably anticipate in the profile of the students in your program, including number and types of students?
- 5.2. What curricular changes are planned? What scheduling changes are planned? How will the program contribute to non-traditional modes of delivery (i.e. short courses, web, TV)?
- 5.3. What types of human, fiscal and physical resources are needed to implement your enrollment projections and recommendations?

6. Preliminary and final draft.

A preliminary draft should be included with the self-study; however, the final draft should reflect not only the views of the program faculty but also recommendations by AUK committees. The final implementation plan will result from discussion and consultation among the self-study coordinator, the department chair, the dean of the college, and the provost. The implementation plan will link the program plans and goals to those of the college and AUK and will guide the activities of the program for the subsequent three (3) to five (5) years.

7. Data appendices (information provided by the Office of Institutional Research)

- 7.1.1. Student data (3 to 5-year history, if applicable):

- 7.1.1.1. Student enrollment (major, minor)
- 7.1.1.2. Student/ethnicity/gender
- 7.1.1.3. Student grade distribution; GPA
- 7.1.1.4. Student retention rates, degrees awarded
- 7.1.2. Faculty & faculty workloads (3 to 5-year history, if applicable):
 - 7.1.2.1. Student/faculty ratio
 - 7.1.2.2. Course History
- 7.1.3. Curriculum data (3 to 5-year history):
 - 7.1.3.1. Course enrollment history
 - 7.1.3.2. Student credit hour generation
- 7.1.4. Other:
 - 7.1.4.1. Senior exit survey responses

Appendix B, Academic Program Review

Academic Program Review Process

1. The Office of the Dean of Academic Affairs announces the programs to be reviewed one year prior to the completion date of the self-study along with its recommendations and implementation plan.
2. The program representative(s), program administrator, dean and Institutional Research establish a schedule for completion of the review within AUK's timeline for review.
3. For accredited programs, the Dean of Academic Affairs, in consultation with the program administrator, will determine whether the accreditation review process covers the essential elements of APR.
4. The program representative conducts the self-study and then prepares recommendations and a suggested implementation plan along with the budgetary/resource issues identified in the self-study.
5. The college reviews the self-study, requesting additional materials as needed, and makes recommendations. A copy of the self-study and implementation plan is forwarded to the Office of the Dean of Academic Affairs for distribution to the University Program Review Committee.
6. The Program Review Committee reviews the self-study, recommendations, and implementation plan of the program and makes recommendations.
7. The program representative(s), the program administrator, the representative of the Program Review Committee, and the Dean of Academic Affairs meet to discuss recommendations.
8. The program administrator submits to the Dean of Academic Affairs a final implementation plan that identifies resource needs consistent with the recommendations of reviewing committees, and consistent with the college mission strategic plan. Programs responsible for core curriculum courses may also factor needs resulting from such participation into their resource needs.
9. A copy of the self-study, recommendations, and action plan is submitted to Institutional Research, which forwards it to the President.
10. The President reviews the study, makes recommendations and returns it to Institutional Research.
11. Institutional Research submits a year-end report to the Board of Trustees on the program reviews completed that year.
12. Academic Affairs and the individual disciplines build the program review recommendations into planning for the coming year(s).

Exhibit 8: SA-5-2 Assessment Plan

The IEP assessment plan focuses on information from /about

- Students

Information from/about students from / about students

Activity	Method	Participants	Information Collected	Frequency	Use
Survey of entering students	Questionnaire	New students	How students learned about AUK	During placement testing each semester	Assess effectiveness of program promotion
End-of-term survey	Questionnaire	All students	Student views on curriculum, preparedness for non-IEP classes (EDUC 100 and HFIT 110).	End of each semester	Curricular and programmatic adjustments
In-program progress of students	Transcript analysis	All students from the beginning of their study in IEP through the 3rd semester in non-IEP classes (for those continuing into a university degree program)	Comparison of GPAs over time, Pattern of student movement through the program	Once a year	Curricular and programmatic adjustments
Survey of students leaving the program	Interview	Students leaving the program and who are not continuing into a university degree program	Reason(s) why they are leaving the program	Whenever the student leaves	To learn why students leave the program
Post-IEP views	Interviews	Randomly selected students who have been out of the program and in a university degree program for more than one year	Student perception of value of IEP program to study in their degree program	Once a year	Curricular and programmatic adjustments

- Placement, advancement, and achievement

Information about placement, advancement, and achievement

Activity	Method	Participants	Information Collected	Frequency	Use
Placement	Placement test	In-coming students	General level of English ability; writing ability	Prior to the first semester in IEP	Determine initial placement
Re-evaluation of placement	Diagnostic test administered to students by instructors; in-class evaluation	All students	Determine if student's ability is appropriate to class level	First weeks of semester	Adjust placement of students
Midterm evaluation of student progress	Faculty reports	All students	Student performance at midterm	Midterm	To inform students of their progress at midterm; to provide formative feedback to students; short-term curricular adjustments
In-class assessment	Testing, class participation, presentations, portfolio, etc.	All students	Student performance relative to course goals and learning outcomes	Throughout the term; decisions are made at the end of the term	To determine if students meet exit criteria for each class. At level 3, to determine if students meet program exit criteria
Review of student products	Review of student products by all faculty	Level 3 students	Student performance relative to program exit criteria	Biennially	To determine if students are meeting program exit criteria

- Curriculum and teaching

Information about curriculum & teaching

Activity	Method	Participants	Information Collected	Frequency	Use
In-house review	Discussion	Faculty	Views on strengths and weaknesses of curriculum; appropriateness of materials	On-going	Assess effectiveness and coherence of curriculum
Outside evaluation	CEA accreditation reviews; accreditation updates	Students and faculty	Strengths and weaknesses of curriculum	Accreditation reviews are every 5 years; updates annually	To make necessary curricular changes
Self-evaluation of teaching	Teaching portfolios; video; self-assessment; peer/coordinator review of teaching	Faculty	Peer and self-assessment of individual teaching	At least once a year for full time faculty	Improvement of teaching
Student evaluation of teaching	AUK-IEP course/teaching evaluation form	All students; every instructor in every class	Student perception of quality of class and instruction	At the end of each term	Teaching improvement; curricular change

- Views of various constituencies

Information from various constituencies

Activity	Method	Participants	Information Collected	Frequency	Use
Discussion of relationships between IEP and the rest of the university as well as the broader community	Group discussion	IEP faculty, administrators, Academic Advisory Committee, interested faculty members	Perspectives on IEP role and relationships in the university and the greater community	Annually	Determine actions required to improve relationships and develop new relationships

Goal of Assessment

The goal of assessment in IEP is to determine if students have improved their English for Academic (EAP) skills while in the IEP program and if they have met the exit goals of the program upon completion of level 3. Results of assessment are used to guide programmatic decisions over time. Results are not used to make short-term or immediate decisions regarding the academic readiness of any particular student, the effectiveness of any particular instructor, or the effectiveness of any particular course.

Procedure

Data are collected in a number of ways, including testing, survey, interview, and analysis of student products.

Faculty review data in faculty meetings and at the annual orientation. In addition, they meet at least twice per year in meetings dedicated to reviewing data relevant to student achievement of program goals. Decisions faculty make relate to testing and placement, curriculum, student services, and general program operation.

Exhibit 9: SA-2-11

Assessment¹

What exactly is assessment? Assessment is a process of defining a program's mission, developing desired Outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements. Assessment is an outstanding tool for faculty and administrators: at its best, it communicates expectations, provides feedback, engages students and staff in achieving desired results, and provides useful information to help improve learning and guide decision making and resource allocation.

Assessment is a teaching and management tool, designed to provide departments and units with quality information on which to improve learning and base organizational decisions. It is a process of defining a program or unit's mission, developing desired outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements.

Assessment is not a self-study, with a start date and end date; instead, it is a **continuous process of gathering, evaluating, and communicating information and using it to improve learning and institutional effectiveness**. Fig. 1 explains the assessment process in more detail and also illustrates its cyclical nature, with the information provided by one assessment cycle used to refine outcomes, assessment tools, learning experiences, and more in the next cycle.

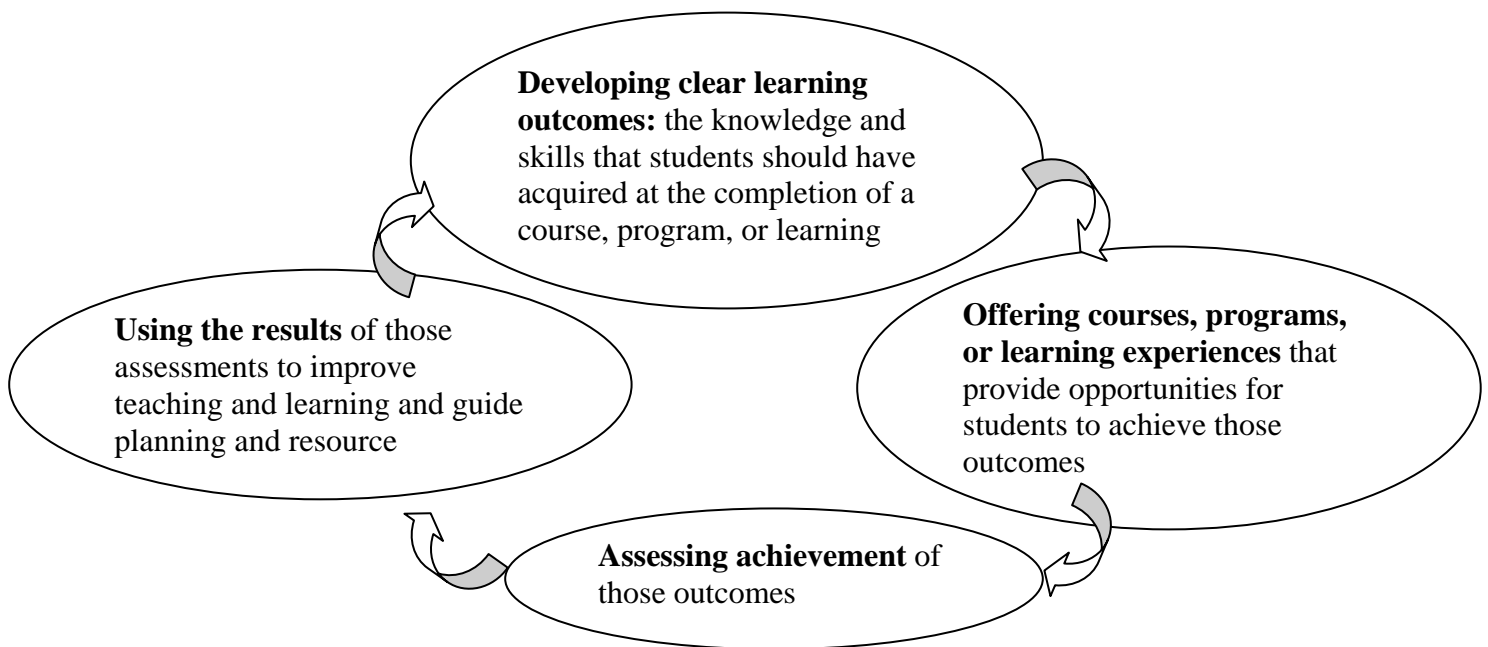


Fig. 1: The Assessment Cycle

The purpose of assessment is to engage the campus community in developing a systematic, ongoing, and transparent process to define goals and measure progress towards those goals, improving student learning and the overall effectiveness of the university. Outcomes assessment can benefit **faculty and students** by:

- Helping clarify the mission of a program and identify the knowledge, skills, values, and perspectives that are critical for students to be taught

¹ American University of Cairo. *Assessment: A Guide to Developing and Implementing Effective Outcomes Assessment*. Institutional Planning, Assessment, Research, and Testing (IPART) 2007.

- Providing coherence and direction to the program's curriculum
- Ensuring that graduates of the program have acquired all of the essential skills and values and have achieved all key outcomes.
- Improving communication, coordination, and cooperation among faculty members in a program or department and across the university
- Providing students with clear expectations that help them understand how faculty will evaluate their work
- Providing students with feedback that helps them understand their strengths and weaknesses and where they need to focus more attention (Suskie 2004)
- Providing faculty with better information about what students understand and how they learn so that faculty can adjust their teaching methods, improve their skills as instructors, and build a knowledge base of scholarly research on learning within the discipline.

For **administrators**, assessment results can be used:

- As evidence of quality of teaching for tenure, promotion and salary decisions, grants and other funding, as well as for accreditation from professional associations (Suskie 2004)
- To ensure that general education outcomes are being met and that the University's core values are being integrated into student learning experiences ("Student Learning Assessment" 2003)
- To document the success of a program, department, or institution for employers, donors, government agencies, and accrediting organizations
- To help make informed decisions about budgeting, new programs, personnel decisions, faculty or staff hires, the need to improve or expand services, and more
- To ensure that resources are being allocated in the most effective way possible – where they'll have the greatest impact on helping the university achieve its mission. (Suskie 2004)

Eight Steps to Effective Outcomes Assessment

Step 1: Define the mission of your department or program

Your program's mission serves as the foundation for assessment planning. The mission statement should describe the purpose of the program as well as reflect the mission of the university.

For academic departments, the mission should focus on educational values, areas of knowledge in the curriculum, and careers or future studies for which graduates are prepared. Ideally, it should be stated concisely, in a few sentences.

The following are examples of mission statements:

Example 1: Construction Engineering (AUC)

To provide a high quality engineering education within a liberal arts context to students from Egypt as well as from other countries. The aim is to produce generations of engineers who will be leaders in their profession and able to manage projects and construction organizations. The pursuit of excellence is central to the department's mission, maintaining high standards of academic achievement, professional behavior, and ethical conduct.

Example 2: Engineering Services (AUC)

The mission of Engineering Services at the American University in Cairo is to provide high quality training and service to the industrial community in Egypt and other countries.

Example 3: The Writing Center (AUC)

The Writing Center is committed to developing students' communication abilities by providing services to enhance critical thinking, presentation, and writing skills for both graduates and undergraduates in

all disciplines. As a function of this mission, we support the efforts of teaching and non-teaching faculty in all disciplines.

Step 2: Identify the most important outcomes of the department or program

Learning outcomes are the knowledge, skills, values, and attitudes that students gain from a learning experience. They address the following questions:

- What should students know and be able to do when they have finished their particular program at AUK?
- What knowledge, skills, or attitudes distinguish graduates from your program from other students?
- How do these outcomes tie in with the university's mission and educational goals?

Answering these questions produce statements of learning outcomes or learning goals (the two phrases are used interchangeably). The list does not need to include all learning outcomes, only the most important; more than two and less than eight is ideal.

Learning outcomes need to be specific, clear, and measurable and ideally include knowledge that students acquire, skills that students demonstrate, and attitudes that students develop. Well-defined outcomes are often stated as: "Students will ..." or "Upon graduation, students will..."

In addition, when developing outcomes:

- Focus on the ends, not the means -- what students will do after completing the course or program, what the desired "end state" should be.
- Use an "action" verb to describe in an observable way what students should be able to do.
- Try not to be too broad or too specific.

Finally, share outcomes with students and staff. Students learn more effectively when they are given clear goals to help them focus on what's most important, understand how individual assignments or courses fit with the goals of the department, and how this course or program will help prepare them for life or careers after graduation. Program outcomes should be listed on the program's website, and course outcomes should be listed on course syllabi.

Sample Departmental Outcomes

Example 1: Business Administration (Bowling Green State University) (Student Achievement Assessment Committee (SAAC) 2007)

Graduates will be able to:

1. Demonstrate problem-solving, critical-thinking, oral and written communications, and team and leadership skills
2. Apply business tools and concepts in domestic and global contexts
3. Integrate foundational and functional business areas in making decisions
4. Show commitment to ethical values and behavior, continuous learning, and professional growth
5. Show understanding and appreciation for cultural, racial, and gender differences

Example 2: Computer Science (Bowling Green State University) ("Department and Program Learning Outcomes" 2007)

Graduates will be able to:

1. Program in a higher-level language
2. Work effectively with a client and members of a software development team to analyze, specify, design, implement, test, and document software that meets the client's needs
3. Acquire new computer-related skills independently as technologies evolve

4. Communicate technical concepts to non-technical persons, both orally and in writing
5. Develop a plan to integrate hardware and software into a particular environment
6. Conduct themselves in an ethical and professional manner

Example 3: Biology (AUC)

The graduates of the Biology Department will be able to:

1. Think critically, identify biological issues and formulate solutions to biological problems.
2. Use computers and information technology effectively to address biological problems.
3. Function effectively in a teamwork environment.
4. Apply knowledge in basic mathematics, general chemistry, calculus bases physics and statistics to solving biological problems.
5. Use their knowledge and comprehension of basic biological principles, concepts, and theories.
6. Evaluate and synthesize information and ideas from a variety of sources and formats.
7. Competently collect, analyze, organize, evaluate, and present scientific data.
8. Understand, analyze, and evaluate original research literature in support of current research projects.
9. Compete effectively for entry level employment and/or placement in graduate or professional training facilities.

Step 3: Ensure that students have adequate opportunities to achieve these outcomes

A program's curriculum needs to ensure that all students in the program have the opportunity to achieve these goals before they graduate. Program planners need to ask, "In what courses or experiences do students learn these skills or acquire this knowledge?"

A matrix can be a useful tool to map outcomes with the curriculum and learning experiences to ensure that all students are presented with adequate learning opportunities.

Step 4: Define how you will assess progress towards these outcomes

Assessments don't have to be complicated and, when used well, can be a powerful tool for improvement, providing better information for planning, budgeting, changes in curriculum, new programs, staffing, and student support. Student learning assessment data helps us understand what our students are learning, where they might be having difficulty, and how we can change the way we teach and how we can shape our curriculum to help them learn better. Assessment is *not* an evaluation of individual students, faculty or courses.

Start by taking an inventory of the kinds of tools your department or program is already using.

Many departments and programs are already assessing student learning outcomes. These assessments might take the form of capstone courses, theses, papers, individual or group projects, performances, documentaries, presentations, student portfolios, alumni or employer surveys, student opinion surveys, focus groups, standardized tests, entry or exit tests or surveys, reports from internship supervisors, or other measures.

Listed below are direct and indirect measures of student learning. Effective assessment plans must include a mix of direct and indirect methods of assessment.

Direct methods of evaluating student learning provide tangible evidence that a student has acquired a skill, demonstrates a quality, understands a concept, or holds a value tied to a specific outcome. They answer the question, "What did students learn as a result of this (assignment/project/exam...)" and "How well did they learn?" Direct methods generally result in student "products" like term papers or performances.

Direct Methods of Assessing Student Learning:

- Capstone courses
- Review of senior projects by external evaluators (using scoring guidelines – see appendix 3)
- Licensure or certification exams

- Places in the curriculum where multiple faculty members examine student work, e.g. theses, video documentaries, art projects, research projects, etc. Scoring guidelines should be used
- Portfolios and e-portfolios, with material showing progression throughout major
- Entry and exit exams
- Homework assignments, examinations and quizzes, term papers and case studies
- Evaluations of student performance in internships, research projects, field work, or service learning.
- Classroom Assessment Techniques (CATs)
- Standardized tests
- Videotape of oral presentations or performances

Indirect methods provide more intangible evidence, demonstrating characteristics associated with learning but only implying that learning has occurred. When a student answers a question correctly, there is direct evidence that he or she has learned. When a student *says* that he or she has an excellent understanding of the topic, there is indirect evidence. While both methods of assessing learning are valuable, indirect evidence is more meaningful when it is tied to direct evidence.

Indirect Methods of Assessing Student Learning:

- Retention and graduation statistics
- Job placement or graduate school acceptance
- Career development over time
- Student perception surveys
- Course evaluations, with questions added regarding learning
- Alumni surveys or focus groups
- Employer surveys or focus groups
- Student activities
- Teaching strategies that promote learning
- Course grades not based on scoring guidelines or not linked to clear learning goals.
- Number of student hours spent on homework
- Number of student hours spent on service learning
- Number of student hours spent on cultural or intellectual activities related to learning outcomes
- Entry and exit student surveys

At the course level, course learning outcomes should be listed on the syllabi, and the course should be structured so that there are multiple opportunities for students to achieve the course outcomes.

Aren't Course Grades Enough? Assessment tries to link student performance to specific learning outcomes. Grades can be an excellent assessment tool, if the performance being graded is linked to a specific outcome. Traditional course grades tend to provide a summary measure of students' performance across many outcomes, which doesn't provide the kind of specific feedback necessary to link student performance to improvement. They can also include factors like attendance, participation, and test-taking skills. Course grades can provide insight, however, into a student's understanding of the course content and can serve as an indirect method of assessment.

What about Course Evaluations? Course evaluations are not a direct measure of student learning because they focus more on student perceptions of the quality of teaching than on learning outcomes.

Some universities have modified their course evaluations to include questions that address student perceptions of learning as well. These kinds of questions would ask students how well they thought they achieved the learning goals of the course. An example of a revised course evaluation that does both is available at <http://www.idea.ksu.edu/StudentRatings/index.html>.

Step 5: Develop the assessment plan

Once the mission, learning outcomes and assessment methodologies have been developed, the assessment plan must be completed. See Appendix 6 for a template for an assessment plan at the program level. Program assessment coordinators should use this template to develop their plans and reports or create a text document that provides the same information in a similar format, e.g. assessment measures and benchmarks should be listed for each outcome, along with results and action plans for each outcome.

This template can also be helpful for faculty planning assessment at the course level. Remember, not all outcomes need to be assessed – only those that are the most important. More than two and less than eight is generally a manageable number. In addition, not all outcomes must be assessed each year. Departments and programs can schedule assessment of outcomes over several years, if needed.

Before starting your plan, consider the following:

1. Are your learning outcomes well-stated? Are they measurable? Do they focus on outcomes rather than the process? Are they tied to AUK's institutional learning outcomes?
2. Are all of your outcomes being taught? Are they taught in a sensible sequence?
3. Are different sections of the same course sharing the same outcomes? While course content and teaching methods can differ, it often helps to ensure that all sections of the same course share the same learning goals.
4. When and how often will assessment information be collected and shared? With whom will it be shared?
5. How will you use the information? How will it be used to inform the department's decision making? How will it affect course content and sequencing, testing, availability of labs and library resources, faculty-student interaction, course staffing, class size, student advising, and more?

Step 6: Carry out the assessment

Once the plan is developed and submitted, the assessment process needs to be implemented. Remember, for program assessment, the goal is to assess program-level outcomes, not to evaluate individual students or faculty members. The assessment coordinator, or chair of an assessment committee, will manage the program's assessment process and will create a detailed timeline for the assessment cycle. The timeline might include dates for when work will be collected, when results will be tabulated and analyzed across the program, and when faculty will meet to discuss the results of the process and recommend changes.

Items to consider include which courses and learning experiences are better suited for assessment, timelines and schedules, whether all students should be assessed or only a sample, and how to best protect the confidentiality of the students being assessed.

Step 7: Collect, analyze, communicate, and report on your findings

After assessment information is collected, the results need to be analyzed and communicated in useful ways to the faculty, who can consider changes to teaching methods, the curriculum, resource availability and scheduling, course content, and other factors.

At the end of the year, faculty members should complete an assessment report, similar in format to the plan, stating each course's learning outcomes, assessment tools used, results of the assessment, and how the results were used to make changes to help students and improve learning. A template for the report is included in the appendix.

The program's assessment coordinator should collect and tabulate results across the program and/or department and report that information back to the department or program faculty. The program's assessment coordinator should share the department/program's overall report with the Director and Coordinators, which will provide timely feedback and comments. Departments and programs are encouraged to share their results with all stakeholders.

Assessment results should be used in preparation of departmental budgets and changes to the long-range plans. The results should also be used to review and adjust the department’s assessment plans, to improve student learning.

Step 8: Take action based on those findings

Assessment results are meant to be used: to improve teaching and inform decision-making and resource allocation. Once assessment results have been collected and analyzed, faculty need to return to the department or program’s learning goals – how do the results of the assessment meet those expectations?

Were the standards that were set appropriate? Should performance expectations be changed? What aspects of the assessment process worked well and what changes might make it more effective? What were the most effective assessment tools? Can they be shared and used in other courses or programs?

Examples of some of the changes departments and programs might take include:

- Increasing the credit value of a key course, or divide a course into two courses
- Developing a capstone course
- Requiring students in their last semester to complete an independent project
- Developing rubrics with which faculty teams can better review students’ projects
- Hiring or re-assigning faculty
- Increasing classroom space
- Adding new courses
- Re-designing the curriculum
- Increasing contacts with alumni
- Improving the website
- Providing training to faculty and staff

Keep track of planned changes to teaching practices, the curriculum, or other aspects of your program based on assessment results, those changes that have already been carried out in response to assessment results, and the impact those changes had on student learning and performance.

Assessment results are important evidence on which to base requests for additional funding, curriculum changes, new faculty lines, and more. Most importantly, the use of assessment results to make these kinds of changes to improve student learning and inform decision-making and planning is the reason why we assess. Even negative assessment results can have powerful, positive impact when they are used to improve the learning process.

Curriculum Matrix

This matrix can be used to assist curriculum planners in developing curricula that provides all students with at least one, and preferably more than one, learning experience to gain the knowledge, skills and values detailed in each outcome.

This matrix can be used to assist in the development of course outcomes and syllabi. Course learning outcomes should be listed at the start of each course syllabus.

	Learning Outcome #1	Learning Outcome #2	Learning Outcome # 3	Learning Outcome #4	Learning Outcome #5
IENG 010	✓		✓	✓	
IENG 020		✓	✓	✓	
IENG 020	✓	✓		✓	✓
	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome

	#1	#2	# 3	#4	#5
IENG 011	✓		✓	✓	
IENG 021		✓	✓	✓	
IENG 031	✓	✓		✓	✓
ENGL 099	✓		✓		✓

Rubrics/Scoring Guidelines

Rubrics are one of the most powerful tools we have to assess progress toward achievement of specific skills or outcomes.

What is a rubric? A rubric is a criteria-based scoring guideline that can be used to evaluate student performance.

How is it used? It is given to the student at the time the assignment is given, to guide his/her work, and it is used by the person evaluating the assignment as the basis on which to judge the student's work.

Why use scoring guidelines (rubrics)?

1. They help students understand your expectations.
2. They can result in better performance, because they show students what exactly what the faculty member is looking for in an outstanding performance.
3. They make scoring easier and faster, because they give faculty members reminders of what they are looking for and the faculty members don't need to write as many comments.
4. They make scoring more accurate, consistent, and unbiased. Students immediately understand where they did well and where they went wrong, reducing arguments and debates over grades.
5. They give faculty members a better understanding of where students are at in terms of a particular concept or skill. (Suskie 2004) When constructing a rubric, it can also be helpful to ask six questions (Huba and Freed 2000):

1. What criteria or essential elements must be present in the student's work to ensure it is high quality? These should distinguish good work from poor work.
2. How many levels of achievement do I wish to have for students, e.g. five levels from outstanding to poor, four levels from exemplary to unacceptable, etc.?
3. For each level, what is a clear description of performance at that level?
4. What are the consequences for performance at each level?
5. What rating scheme will be used? How many points will be assigned to each level and what weight will be given to each of the criteria?
6. What worked well, and how can the rubric be improved for use next time?

Rubrics are especially useful when more than one person will be grading a student's performance, to ensure that all graders are evaluating the performance by the same criteria.

Many faculty members from universities around the world make their rubrics freely available online, to serve as a guide or starting point for other instructors. AUC IPART's Assessment website (<http://ipart.aucegypt.edu>) has an extensive list of these rubrics by discipline, as well as rubric templates, rubric generators, and guides.

Classroom Assessment Techniques (CATs)

Faculty members can use these to gather feedback about a single lecture or discussion. Results can be shared with students at the next lecture and used to help the faculty member target the gaps in the students' knowledge

or understanding of a topic. These can become a regular activity in each class, and some can be adapted to be used online.

The Minute Paper – This is usually administered during the last two or three minutes of class. Instructors ask students to respond to questions like, “What was the most important thing you learned during this class?”

“What important question remains unanswered?” Students write their responses anonymously on a half-sheet of paper or an index card and return them to the instructor. The instructor should provide feedback to the class during the next class period. (See sample below.)

Email Minute – The instructor sends a summary of responses to the minute paper to the class, or distributes the questions in class and asks students to respond through email.

Muddiest Point – This CAT is like the minute paper, except the instructor asks, “What was the muddiest point in ____?” or “What is the one concept covered in today’s class that you are still unclear about?” The instructor collects the responses and communicates the results to students during the next class period.

One Sentence Summary – Focusing on a particular topic, the instructor asks students to summarize the topic in one sentence, answering the questions “who does what to whom, when, where, how and why?” This CAT tests comprehension and encourages students to focus on key questions as they read.

Direct Paraphrasing – The instructor asks students to paraphrase part of a topic. They can also be asked to role-play (e.g. “Assume you are advisor to Harry Truman and have only 5 minutes to press him to consider alternatives to using the bomb on Japan.”). Students can be assessed on whether the paraphrasing was accurate, relevant to the intended audience, and effective.

Application Cards – The instructor hands out index cards and asks students to write down at least one real world application for what they have just learned. This generally takes no more than three to five minutes.

Post-Instruction Inventory – Once a new concept has been introduced, students describe how their perceptions or practices have changed.

One of the best sources for assessment tools is Angelo and Cross’ book *Classroom Assessment Techniques: A Handbook for College Teachers*.

Sample Minute Paper

Course_____ Date_____
What was the most important thing you learned in class today?
What points are you still unclear about?
How would you rate today’s class? 👉 ① ② ③ ④ ⑤ 👈

Student Portfolios

Portfolios are a tool for students to collect their work that demonstrates progress and achievement and reflect upon their experiences and accomplishments either in a course, a program or throughout their university years.

Graduates can present themselves professionally through their portfolios as they apply for graduate and work opportunities. The types of work generally included in the portfolio are research papers and other reports, multiple choice or essay examinations, self-evaluations, personal essays, journals, computational exercises and problems, case studies, audiotapes, videotapes, and short-answer quizzes. Portfolios are often structured so that the student self-selects the items to be included and may be required to document, for each selection, the reason why the item was selected, strengths and weaknesses, and the achievement or progress it represents.

Portfolio evaluation is a useful assessment tool because it allows faculty to analyze an entire scope of student work in a timely fashion. Portfolios used to assess writing skills, for example, can include a range of assignments that demonstrate progress towards goals and specific skill sets. For language programs, videotapes of students speaking the language in the classroom can be used to demonstrate conversational skills; for professional programs, they can be used to demonstrate proficiency and development of specific skill sets.

Collecting student work over time gives departments a unique opportunity to assess a students' progression in acquiring a variety of learning objectives and can provide valuable information about students' skills, knowledge, development, quality of writing, and critical thinking.

The following websites provide additional information and samples:

- www.elon.edu/students/portfolio/
- www.uwstout.edu/soe/profdev/eportfoliorubric.html
- electronicportfolios.com/portfolios/site2000.html
- www.essentialschools.org/cs/resources/view/ces_res/225
- www.winona.edu/air/resourcelinks/OSU%20portfolio%20rubric.pdf
- www.uvm.edu/%7Ejmorris/rubricep.html
- pages.towson.edu/pryan/201/researchportfoliorubric.htm

Exhibit 10: Appendix A p. 76-77
Outcomes Assessment Timeline

Year 0: Initial year, development of the assessment process	IENG/ENGL/EDUC	Development of assessment plan.
	Oct. 1	Deadline for submission of plan to Director.
Year 1	IENG/ENGL/EDUC	Conduct ongoing assessment.
	Mar. 1	Send plan updates, if any, to Director.
Year 2	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.
Year 3	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.
Year 4	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.
Year 5	IENG/ENGL/EDUC	Conduct ongoing assessment. Use last year's results as input to budget, planning.
	Nov. 1	Deadline for submission of annual assessment report (on last year's results) to Director.
	Mar. 1	Send plan updates, if any, to Director.

Year 6: Program Review	TBA	Review, analyze, and reflect on previous five years of assessment information, how that information has been used to inform decision-making and improve student learning, changes that have been made based on assessment information, and programmatic needs to improve student learning.
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Assessment Schedule

Assessment years 0 (initial year) --5 year 6 program review

07 and

prior	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Intensive English Program	0	1	2	3	4	5	Prog. Rev.